

TargetStrategies™
Aligned Reading Strategies
Priority Academic Student Skills
7th Grade

PASS Objective: OKR071501e
Research and information: Conduct research and organize
information: Assessing information: Select the best source for a given
purpose: Note instances of persuasion, propaganda, and faulty
reasoning in text (STANDARD 5.1e)

Focus Objective: The student will identify and analyze persuasion, propaganda, and
faulty reasoning in a passage.

Genre: Fiction/Nonfiction

Reading Integration: Language Arts, Oral Presentation

Level: Analysis

Prerequisite Skills:

- determine the main idea of a nonfictional passage (R7.7)
- determine whether a statement is opinion or fact (R7.8)
- differentiate between the main idea and supporting ideas in a passage (R7.9)
- draw reasonable conclusions from the information in a passage (R7.10)
- identify the purpose, audience, and main idea of a passage (R7.12)
- make inferences based on stated and implied information in a passage (R7.15)

(Coding refers to an applicable TargetFundamentals™ lesson.)

Related Objectives:

- OKR071302a Comprehension: Interact with the words and concepts in a text to construct an appropriate meaning: Inference and interpretation: Make inferences and draw conclusions with evidence drawn from the text and/or experiences (STANDARD 3.2a)
- OKR071303a Comprehension: Interact with the words and concepts in a text to construct an appropriate meaning: Summary and generalization: Summarize the main idea and how it is supported with specific details (STANDARD 3.3a)
- OKR071303b Comprehension: Interact with the words and concepts in a text to construct an appropriate meaning: Summary and generalization: Recall major points in the text and make and revise predictions (STANDARD 3.3b)
- OKR071303d Comprehension: Interact with the words and concepts in a text to construct an appropriate meaning: Summary and generalization: Support reasonable statements by reference to relevant aspects of text and examples (STANDARD 3.3d)

- OKR071304d Comprehension: Interact with the words and concepts in a text to construct an appropriate meaning: Analysis and evaluation: Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions (STANDARD 3.4d)
- OKR071304e Comprehension: Interact with the words and concepts in a text to construct an appropriate meaning: Analysis and evaluation: Distinguish between stated fact, reasoned judgment, and opinion in text (STANDARD 3.4e)
- OKR071402c Literature: Read, construct meaning, and respond to a wide variety of literary forms: Literary elements: Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Describe how the author's perspective, argument, or point of view affects the text (STANDARD 4.2c)

INSTRUCTIONAL PREPARATION

Materials:

- butcher paper (one three-foot sheet per four-person group, use for Practice)
- markers (one set per four-person group, use for Practice)

Choose or prepare the following:

- two different sets of 2 to 5 passages that include at least one persuasive passage and one propaganda passage (use for Practice and for Assessment)

Duplicate the following (one per student unless otherwise indicated):

- *It's All Meant to Convince* reference sheet (use for Instruction)
- "Speech to the Students at Mildale Middle School" passage (use for Instruction)
- *How It's Done* handout (use for Instruction)
- "EZ Exterminating" passage (use for Instruction)
- "Let Freedom Ring" passage (one per pair, use for Instruction)
- "Bethany's Begging" passage (one per pair, use for Instruction)
- "Letter to the Editor" passage (one per pair, use for Instruction)
- the chosen passage sets (one set per four-person group, use for Practice; one set per student, use for Assessment)

Prepare a transparency of the following:

- *It's All Meant to Convince* reference sheet (use for Instruction)
- "Speech to the Students at Mildale Middle School" passage (use for Instruction)
- *How It's Done* handout (use for Instruction)
- "EZ Exterminating" passage (use for Instruction)

Display the Focus Question:

- How can persuasion, propaganda, and faulty reasoning be identified and analyzed in a passage?

INSTRUCTION

1. To begin the lesson, write the following on the classroom board:

- ✓ You must write an essay about the characters in the last story you read. Your assignment is due by the end of the period. Be sure to use blue or black pen, and write neatly. Sloppy papers will not be accepted. If you don't turn it in or it is turned in incomplete, you will receive a failing grade.

Read the sentences aloud while the students read along silently. Then ask the following question:

- ✓ How did you feel after I read these sentences? (*An appropriate response is as follows: worried and scared that I will receive a failing grade if I don't turn in my assignment.*)

Explain that in these sentences, you attempted to get the students to do the assignment by making them fearful of what would happen if the assignment wasn't completed. Tell the students that making a person afraid is just one way to convince someone to do something. Explain that in this lesson they will be learning how to recognize techniques that are used to convince.

2. Distribute copies of the *It's All Meant to Convince* reference sheet and display the transparency. Read the items in the "Persuasion" box aloud while the students read along silently. Explain to the students that they encounter persuasion every day. When they read advertisements, watch commercials on TV, or even just hang out with their friends, they are constantly being persuaded. Ask several volunteers to give examples of times when an advertisement, commercial, or friend has attempted to persuade them.
3. Read the items in the "Propaganda" box aloud while the students read along silently. Explain to the students that propaganda is usually more political in nature, but it is still an attempt to persuade. Tell the students that political posters and cartoons are the most common ways in which they will encounter propaganda throughout their lives. Explain that there have been many political leaders who have used propaganda to further their cause. The most widely recognized leader of this sort was Adolf Hitler, who used propaganda to influence the people of Germany. Tell the students that propaganda isn't always obvious, and it often has a hidden agenda disguised as something that seems like a great idea for everyone. Propaganda is usually something that happens gradually and subtly, so people don't always realize that they are being persuaded to do or believe something. The focus in propaganda tends to be on the most beneficial aspects of the subject matter for the audience as a whole or as individuals. This approach tends to invite more buy-in to, or acceptance of, the propaganda argument(s). Ask several volunteers to give examples of propaganda that they have encountered.

4. Now read the items in the “Techniques” box aloud while the students read along silently. After each technique and example is read, ask several volunteers to offer additional examples. Then explain that these are only a few of the many techniques that are used in persuasion and propaganda. Ask several volunteers to offer additional techniques that can be used in persuasion and propaganda, such as glittering generalities (the use of virtuous words and connotations to sell the idea), name calling (links a person or idea to something negative), testimonial (quotations used to support or reject a claim), transfer (an association between an idea and something that is already respected), or leading questions (questions that elicit a specific and desired response).
5. Read the information in the “Faulty Reasoning” box aloud while the students read along silently. Explain that faulty reasoning is often a combination of facts. The author or speaker then makes general and all-encompassing assumptions about those facts without any middle evidence to connect the facts to the assumptions. Explain that faulty reasoning is like making it from one side of a raging river to the other but not being able to explain how you did it. Then ask several volunteers to offer additional examples of faulty reasoning that they have encountered.
6. Distribute copies of the “Speech to the Students at Mildale Middle School” passage and display its transparency. Read the passage aloud while the students read along silently. Then ask the following questions:
 - ✓ What is the purpose of this speech? *(An appropriate response is as follows: to explain the additional efforts by the principal and student council to promote unity and pride in the school.)*
 - ✓ What is the hidden purpose of this speech? *(An appropriate response is as follows: to introduce the new T-shirt rule and the longer class periods.)*
 - ✓ Who is the audience for this speech? *(An appropriate response is as follows: the students at Mildale Middle School.)*
 - ✓ What does the message suggest about the audience? *(An appropriate response is as follows: that they all want to be unified.)*
 - ✓ Who delivered this speech? *(The principal of the school)*
 - ✓ What were the motives of the person delivering this speech? *(An appropriate response is as follows: to convince the students to conform to the new rules.)*
 - ✓ What emotions are used to communicate the message of the speech? *(Appropriate responses are as follows: satisfaction at being involved in an opportunity to feel accepted; happiness created by feeling that you are an accepted part of the larger group.)*
 - ✓ What will happen if the audience accepts what is being communicated in this speech? *(An appropriate response is as follows: they will essentially be conforming to a uniform policy, longer class periods, and assemblies [gatherings for speeches, competitions, guest speakers, etc.] instead of pep rallies [typically to support school-sponsored events and sports].)*
 - ✓ Is this speech an example of persuasion or propaganda? *(Propaganda)*
 - ✓ How do you know that this speech uses propaganda? *(Appropriate responses are as follows: the speaker reviews what has occurred in the past so the reader understands*

that the change to uniforms has happened gradually under the guise of school unity and pride; the speaker uses unity and pride as important values to get the students to willingly agree to the new policies; the principal only considers the student council's opinion on the subject; the speaker makes the assumption that all students liked the past T-shirt policy and pep rallies, and will like the new policy and assemblies; he appeals to the value of justice for all the students; the speaker's intent seems to involve the politics of making his motives appealing to the entire audience by claiming that he is concerned with providing an education and an accepting environment in order to further his agenda of having school uniforms, longer class periods, and assemblies.)

- ✓ What techniques are used in the speech? *(Appropriate responses are as follows: appeals to authority; stereotypes.)*

As each technique is identified, have the students indicate where in the passage the technique is used. Underline the technique on the transparency and have the students do the same on their copy of the passage. Then ask the following question:

- ✓ What examples of faulty reasoning are used to communicate the message in the speech? *(An appropriate response is as follows: the speaker assumes that all students like wearing the school T-shirts and that because the students have been wearing school T-shirts once a week, they will like wearing school T-shirts every day.)*

As each example of faulty reasoning is identified, have the students indicate where in the passage the faulty reasoning can be found. Underline the faulty reasoning on the transparency and have the students do the same on their copy of the passage.

7. Distribute copies of the *How It's Done* handout and display the transparency. Write the title of the passage in the "Passage" column, the techniques and examples from the passage in the "Techniques Used" column, the faulty reasoning and examples from the passage in the "Faulty Reasoning" column, and the propaganda used in the "Persuasion or Propaganda" column. Have the students do the same on their copy of the handout.
8. Distribute copies of the "EZ Exterminating" passage; display its transparency. Read the passage aloud while the students read along silently. Then ask the following questions:
 - ✓ What is the purpose of this ad? *(An appropriate response is as follows: to convince readers to use EZ Exterminating to get rid of their grasshoppers.)*
 - ✓ Who is the audience for this ad? *(An appropriate response is as follows: people in the community who feel as if they need to get rid of grasshoppers.)*
 - ✓ What does the message suggest about the audience? *(An appropriate response is as follows: they want to get rid of grasshoppers.)*
 - ✓ Who most likely wrote this ad? *(An appropriate response is as follows: the owner or an employee of EZ Exterminating.)*

- ✓ What were the motives of the person who wrote this ad? *(An appropriate response is as follows: to get people to hire EZ Exterminating so that the company can make money.)*
- ✓ What emotions are used to communicate the message of the ad? *(An appropriate response is as follows: fear that the grasshoppers will become unmanageable.)*
- ✓ What will happen if the audience accepts what is being communicated in this ad? *(An appropriate response is as follows: the reader will hire EZ Exterminating to have his or her grasshoppers destroyed.)*
- ✓ Is this ad an example of persuasion or propaganda? *(Persuasion)*
- ✓ How do you know that this ad uses persuasion? *(Appropriate responses are as follows: the author is purposefully trying to get the reader to believe that grasshoppers are dangerous even though he or she points out that they are not; he or she promotes his or her opinion based on the fact that the grasshopper population has grown in the community; he or she uses the logic that people wouldn't want to be annoyed by grasshoppers; he or she considers the opinion that grasshoppers are not dangerous; he or she considers the opinions of others who have used EZ Exterminating; he or she predicts that if the reader uses EZ Exterminating, all the grasshoppers will be eliminated; he or she has established the specific intent of eliminating grasshoppers in a specific community.)*
- ✓ What techniques are used in the ad? *(Appropriate responses are as follows: appeal to authority; bandwagon; fear; stereotype.)*

As each technique is identified, have the students indicate where in the passage the technique is used. Underline the technique on the transparency and have the students do the same on their copy of the passage. Then ask the following question:

- ✓ What example of faulty reasoning is used to communicate the message in the ad? *(An appropriate response is as follows: the idea that even though the grasshoppers pose no danger, they should be eliminated because they are annoying.)*

When the example of faulty reasoning is identified, have the students indicate where in the passage the faulty reasoning can be found. Underline the faulty reasoning on the transparency and have the students do the same on their copy of the passage.

9. Display the *How It's Done* transparency again. Fill in the appropriate information in the appropriate spaces on the transparency based on the question responses from the step above. Have the students do the same on their copy of the handout.
10. Ask the focus question. Give the students time to think about it. Facilitate a discussion so that the students come to the understanding that persuasion, propaganda, and faulty reasoning can be identified and analyzed in a passage by determining
 - ✓ the purpose and focus of the passage for the intended audience;
 - ✓ what the passage suggests about the audience (a specific or broader audience);
 - ✓ who wrote the passage and what his or her motives seem to be;
 - ✓ whether the author presents a forthright argument to alter beliefs, emotions, or actions or a purposefully subtle argument meant to influence beliefs, emotions, or actions;

- ✓ whether the author promotes an opinion based on a general truth or offers an opinion that may alter an accepted truth;
 - ✓ whether the author includes false information or leaves out important information;
 - ✓ whether the author uses logic and emotions or emotions and values in his or her argument;
 - ✓ whether the author considers other opinions on the issue;
 - ✓ whether biases, assumptions, appeals to authority, bandwagon, fear, stereotypes, or faulty reasoning are used;
 - ✓ whether the results of adopting the opinion(s) are offered, and what will happen if the audience accepts the opinion(s).
11. Have the students get into pairs. Distribute copies of the “Let Freedom Ring,” “Bethany’s Begging,” and “Letter to the Editor” passages. Tell the students to read each passage and discuss each one by using a questioning sequence similar to the ones used in steps 6 and 8 (you may want to write these questions on the classroom board for the students). Then tell them to complete the *How It’s Done* handout based on their discussion.
 12. Ask several pairs to share their responses. Discuss the responses for accuracy.
 13. To conclude the lesson, ask the students to think about the following question:
 - ✓ How can an author persuade?

Ask several volunteers to share their responses. Discuss the responses for accuracy. Use the responses as a means to review the difference between persuasion and propaganda and the techniques that authors can employ to convince the reader.

PRACTICE

1. Have the students get into groups of four. Distribute copies of the passage set. Tell each group to read the passage set and discuss each passage using a questioning sequence similar to that used in the Instruction component.
2. Distribute the butcher paper and markers. Tell the groups to create and complete a graphic organizer similar to the one used in the Instruction component for the passages they have just read.
3. Display the organizers on a classroom wall. Then have each group share its findings about one of the passages. Discuss the responses for accuracy. Then discuss persuasion and propaganda, and the techniques that can be used to achieve the purposes of each.

ASSESSMENT

- Have the students read the chosen passage set. Prepare several questions in the following manner:
 - ✓ How does the author attempt to persuade (group) to (action)?
 - ✓ (Action) is an example of faulty reasoning because
 - ✓ What is an example of persuasion from the passage?
 - ✓ In order to persuade the reader into thinking (opinion), the author uses
 - ✓ How does the author use (type of propaganda) in this passage?

Alternative Instruction:

- Choose a video of a speech that uses persuasive and propaganda techniques (e.g., a translated/subtitled speech by Adolf Hitler or a speech given by an American president). Facilitate a discussion that leads the students to an understanding of what persuasion, propaganda, persuasive techniques (appeal to authority, bandwagon, fear, stereotype, etc.), and faulty reasoning are. Write definitions on the classroom board for the students to reference throughout the lesson. Play the video of the chosen speech. As the students are watching the video, have them take notes indicating the instances when the speaker uses techniques of persuasion or propaganda (you may want to play the video several times so that the students can catch as many of the techniques as possible). Discuss the techniques that the students noticed in the speech for accuracy and make a list of those used on a sheet of chart paper or a blank transparency. Then, after all the techniques have been identified, have the students determine whether the speaker's main intent was persuasion or propaganda. Have the students explain their determinations. Then discuss the differences between persuasion and propaganda and the techniques that can be utilized in each.

Alternative Practice:

- Have the students get into pairs. Tell the pairs that they will be writing a speech meant to convince listeners. Explain that their speech may use persuasion or propaganda, but that all speeches must use some of the persuasive techniques discussed in the Alternative Instruction component. Then brainstorm with the class a list of acceptable topics for their speeches, such as eliminating soda and candy machines from school campuses; year-round school schedules; graduation exams; or any other topic relevant to your students, school, or community. When the pairs have finished writing their speeches, distribute two note cards to each student. Have the students write "Persuasion" on one card and "Propaganda" on the other. Then have a volunteer from each pair read its speech. As the speech is being read, ask the students in the audience to raise their "Persuasion" or "Propaganda" cards when they note instances of either. When the speech is finished, have the class determine whether the speech as a whole was persuasion or propaganda. To close the lesson, review persuasive techniques that can be used in persuasion and propaganda speeches.

Alternative Assessment:

- Choose or prepare a speech and have the students read it. Prepare several questions in the following manner:
 - ✓ The speech is which type of promotion?
 - ✓ How does the author attempt to persuade the reader?
 - ✓ Which of the following is an example of faulty reasoning in the speech?
 - ✓ Which propaganda technique does the author of the speech use in “(sentence or phrase from the passage)”?

It's All Meant to Convince

Persuasion

- Presents a forthright argument to alter beliefs, emotions, or actions
- Promotes an opinion
- Uses logic and emotional appeal
- May consider other opinions on the issue
- Uses facts and emotion to support the opinion(s)
- May predict the results of adopting the opinion
- Has a specific focus and typically reaches a specific audience

Techniques

- Appeal to authority: mentions important figures to support the position, idea, argument, or action. (Ex: The Center for Healthy Living agrees that we all need to eat more fruit.)
- Bandwagon: an urging to do or believe something because everyone else does. (Ex: All serious cooks use Tuff Pans.)
- Fear: instilling fear in the general population. (Ex: All rodents must be destroyed or we will suffer.)
- Stereotype: an oversimplified picture of an object or person in order to make the reader like or dislike that object or person (Ex: Used car salesmen cannot be trusted.)

Propaganda

- Presents a purposefully subtle argument meant to influence beliefs, emotions, or actions
- Offers an opinion that may alter the truth of something, contain false information, or leave out important information
- Uses emotions and values to get an audience to adopt an opinion
- Doesn't consider other opinions on the issue
- Uses biases and assumptions
- Carefully calculated to reach a wide audience and achieve a specific political purpose

Faulty Reasoning

- The author's conclusion is illogical and doesn't make sense.
- The conclusion may be based on an assumption that has not been examined.
(Ex: The mayor supports gun control. Communists have always supported gun control. Therefore, the mayor is a communist.)

Speech to the Students at Mildale Middle School

As principal of Mildale Middle School, it is my duty to make sure every student learns. To learn, every student must feel comfortable and accepted. When school began this fall, there was a complete disregard for school unity or pride. Too many students felt like outcasts and were subjected to teasing and bullying by other students. How can learning take place in such a hostile environment? I met with your elected student council, and together we came up with a plan to bring this school back together. As you remember, we distributed school T-shirts to every student. All students were pleased with this because all students love to wear T-shirts. Then, on a chosen Friday, we held a pep rally after school, and all students wore their T-shirts. We immediately felt the unity that had been missing for so long. The pep rally and T-shirt wearing went so well that the student council and I determined that pep rallies should occur once a month. The first month of this new student-driven plan was again successful. In effect, the decision was made to do the same every Friday for the entire school year. This program has gone well and the togetherness that this school was missing has returned.

Today I announce the latest positive step toward complete unity. Students will now wear their school pride T-shirts every day. Those who don't want to wear the same color T-shirt every day will be able to purchase additional T-shirts in a variety of colors. We've also added an extra five minutes to each class period in order to allow the newfound unity and pride to infiltrate our classrooms. Weekly assemblies will still be held every Friday after school. I am certain that these steps will only increase the unity and pride in our school. I am happy to say that outcasts have already become a thing of the past! If we all continue to stick together, we can make our school a great place for everyone. Your elected student council agrees that this is best next step to creating the positive and agreeable environment that we all long for. Thank you for being a willing part of such a wonderful change.

Name _____

How It's Done

Passage	Techniques Used	Faulty Reasoning	Persuasion or Propaganda

How It's Done

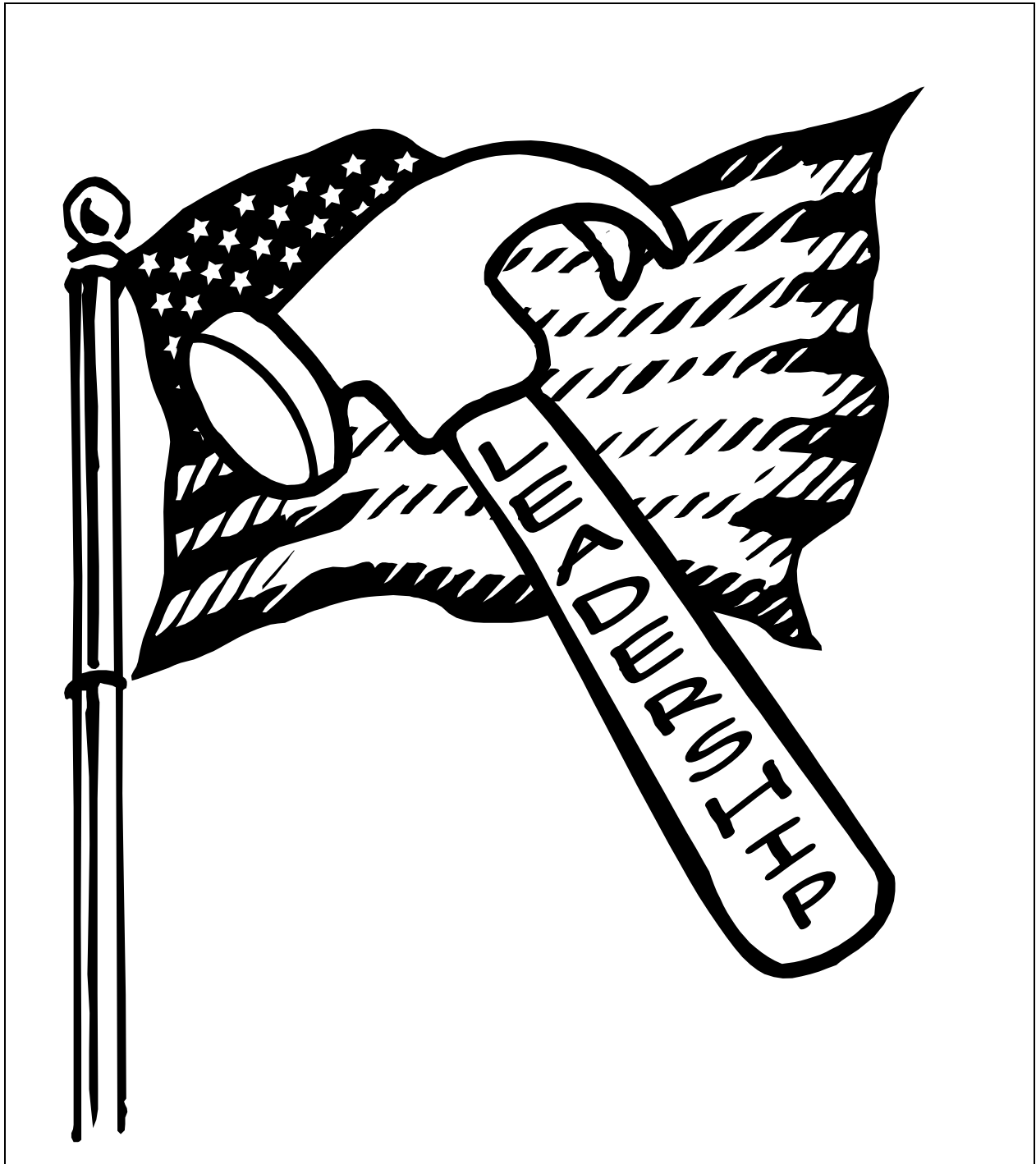
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Passage	Techniques Used	Faulty Reasoning	Persuasion or Propaganda

EZ Exterminating



Let Freedom Ring



Bethany's Begging

"Mom," Bethany moaned as pathetically as she possibly could, "all my friends are going!"

"You mean to tell me that every single one of your friends is allowed to go camping without any parental supervision? You are only thirteen years old, Bethany!" Bethany's mom rebutted.

"Mom, if I don't go, I will be the laughingstock of the entire seventh grade, I will lose all my friends, and no one will want to hang out with me," Bethany whined with a pathetic and hopeful look in her eyes.

Bethany's mom rolled her eyes and said with a chuckle, "I seriously doubt that will happen, Bethany."

Bethany stormed to her room and slammed the door hard enough to make several books fall off her bookshelf. She was furious, but she knew that the only way to get through to her mom was with a calm attitude. Bethany sat down at her desk, took out a sheet of paper, and started to make a list of all the reasons why she should be allowed to go on the camping trip. When she was finished, she found her mom preparing dinner in the kitchen.

She cleared her throat loudly, and her mom turned around.

"I've written down some reasons why you should let me go on the camping trip," Bethany explained.

"But, Bethany . . . ," her mom started.

"Please just listen first, Mom, and then make your final decision. I promise I will accept it no matter what."

Her mom nodded and Bethany continued, "OK. First of all, I am a very responsible daughter who doesn't get into trouble at school and gets good grades. Second, my history teacher, Mr. Marshall, called me the most responsible and mature student he has had in all his years of teaching. Third, several of the girls going are Girl Scouts, so they know all about safety and camping. Finally, you should let me go camping with my friends because you are the best mom in the whole entire world!" Bethany finished and looked up at her mom, who had her arms crossed across her chest but was smiling at her daughter.

"I'm glad you approached the subject with maturity, but my decision remains, Bethany. You may not go on the camping trip," her mom stated with an air of finality.

Bethany started to complain but thought better of it, and instead went back to her bedroom to call her best friend Marianne.

"You're allowed to go camping, aren't you, Marianne?" Bethany asked after her friend answered.

"They won't let me go under any circumstances," Marianne answered.

Bethany just laughed and told Marianne that they would just have to find something else to do.

Letter to the Editor

Dear Editor,

Yesterday's editorial, "Raise Taxes, Raise Hopes," was an outrage. In the article, the author argued that the increase in taxes proposed by Mayor Hart was a good thing. When are higher taxes ever a good thing? The author is seriously mistaken, crazy, or wealthy. Perhaps he has been paid by someone from Mayor Hart's camp to write the article in order to make Mayor Hart look good. Amid all the controversy surrounding Mayor Hart, it is unthinkable that he would want to draw more negativity toward himself by calling for the highest increase in taxes this city has ever seen. We all know that Mayor Hart's approval ratings have dropped since his decision to cut the education budget in half. Local political analyst Harry Arch points out, "The decisions Mayor Hart has made while in office have made the public afraid of his next move."

My hope is that the readers of this newspaper will recognize the harm Hart has done in our community. I urge you to join the countless others who have already signed a recall petition. If we don't do something now, I fear that our great city will wither away for good. It is obvious that Mayor Hart has no heart. He works to improve his life only, not the lives of the citizens. And as for the author of yesterday's article? Well, I just hope that he comes to his senses before it's too late.

Sincerely,
Hoping to get rid of Hart